DOCUMENT RESUME

ED 354 353 CE 063 070

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TITLE Lesson Plans Prepared for Carr Grocery Employees. Conversation and Reading Skills Correlated with Skill Books 1-2 of "The Laubach Way to English." Workplace Curriculum.
INSTITUTION Anchorage Literacy Project, AK. Workplace Literacy Project.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE [92]
NOTE 96p.; For other workplace curriculums of the Anchorage Workplace Literacy Program, see CE 063 069-072. The "Laubach Way to English" publications are available from New Readers Press, Box 131, Syracuse, NY 13210.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adult Basic Education; Adult Literacy; *Bakery Industry; Classroom Techniques; *Conversational Language Courses; Cooking Instruction; English (Second Language); *Food Stores; *Job Skills; Lesson Plans; *Literacy Education; Second Language Instruction; Teaching Methods
IDENTIFIERS Alaska (Anchorage); Laubach Literacy Method; *Workplace Literacy

ABSTRACT

This packet contains five lesson plans designed to teach reading and writing skills to grocery store employees. The lesson plans were developed, using the Laubach literacy method, for a workplace literacy project at Carr Grocery Store in Anchorage, Alaska. The lesson plans, which are correlated with Laubach skills books levels 1-2, include conversational skills (dialogue, vocabulary, grammar, pronunciation, and free conversation) and reading and writing skills and practice. The lessons focus on topics from the workplace in the following areas: bakery, cake orders, courtesy clerk, and sushi bar. Content focuses on work skills, work attitudes and behaviors, and workplace conversation. (KC)

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Lesson Plans Prepared for Carr Grocery Employees Conversation and Reading Skills Correlated with Skill Books 1-2 of "The Laubach Way to English"

Workplace Curriculum

Anchorage Workplace Literacy Program

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Workplace Curriculum

BAKERY LESSON

PREPARED FOR CARRS GROCERY EMPLOYEES

Conversation and reading skills correlated with Skill Book 1

of the

Laubach Way to English
by Jeanette D. Macer and Martha A. Lane
New Readers Press

Developed by Jan Jones
with Josephina Chavez

Anchorage Workplace Literacy Program, 1345 Rudakof Circle, Suite 104, Anchorage, Ak 99508

Funding for the Anchorage Workplace Literacy Project provided by a $205,852 grant from the U.S. Department of Education National Workplace Literacy Program with matching local funds.

TPR Exercise to use with Skill Book 1, Lesson 2
Present Continuous Tense Aspect to go with "A Shopping Trip"

Stand up.

Sit down.

Stand up.

Raise you right hand.

Shake hands with someone.

Sit down.

Raise your left hand.

Raise your right hand.

Clap your hands.

Raise your right hand.

Pick up your pen.

Write your name.

Put down your pen.

Stand up.

Turn around.

Raise your left hand.

Put it down.

Turn left.

Walk to the door.

Close the door.

Open the door.

Turn around.

Walk to your chair.

Raise your right hand.

Turn right.

Sit down.

Pick up your pen.

Write your name.

Put down your pen.

Open your book.

Close your book.

T. follows directions as recorded on tape.
S.s join T. in following directions.
T. reads directions, substitution the present continuous, and models them.
T. gives directions in the present continuous until students join in following them.
T. reads directions in the imperative as written, asking only one S to follow them; T. then asks another S, "What is he/she doing?" T. makes proper response if S. cannot.

Open the door.

_____

Get in.

_____

Fasten your seat belt.

_____

Start the car.

_____

Drive home.

_____

WITP SBI Lesson

Pick up some eggs.

Put them in your basket.

Pick up some cereal

Put it in your basket.

Walk to the Express Checkout Counter.

Stand in line.

Put the basket on the counter.

Give your money to the cashier.

Say, "Thank you."

Thank you.

Pick up your bag of groceries.

Walk to the car.

Open the trunk.

Put the bag in the trunk.

Close the trunk.

Unlock the car.

WP SB1, Lesson

Open the door.

_____

Get in the car.

_____

Close the door.

_____

Fasten your seat belt.

_____

Start the car.

_____

Drive to the store.

_____

Open the door.

_____

Get out of the car.

_____

Lock the door.

_____

Close the door.

_____

Walk to the store.

_____

Get a basket.

_____

Pick up some milk.

_____

Put it in your basket.

_____

to use with SB 1, Lesson 2
Present Continuous Tense Aspect

A SHOPPING TRIP
1-B

Rule: BE + verb ING = NOW.

Write the sentences with this form of verb.

Sit down.

I am sitting down.

Pick up your paper and pen.

Make a list.

Write milk, eggs, and cereal.

Put down your pen.

Put your list in your pocket.

Stand up.

Pick up your purse/wallet and keys.

Walk to the door.

Open it.

Close the door.

Lock it.

Walk to the car.

in / at

I live _____ Anchorage.

Put the cookies _____ the bag.

I work _____ Carrs.

I work _____ the Bakery.

Glenn is _____ the Front Booth.

Jan is _____ the door.

Workplace Lesson
SB 1 Carrs-Huffman

9/26/91

We went downstairs -
I am going downstairs
I am going upstairs
This is a ladder
These are stairs
We are going .....
Where are we going?
We are going through the double doors.

This is produce
This is the meat department
Where is the seafood?
flowers?
frozen food?
Where is the ice cream?
In the frozen food department?

These are Mexican foods
Oriental foods
This is the Bakery
Snack Shop
Pharmacy
Deli
Natural Foods

Where is the Pepsi?
Where is the medicine?

my shoes
Roselynn's shoes
your pencil
Josefina's pencil

Where is Alaska Cleaners?
Pacific Linen
Oaken Keg
The Connexion
Book Cache

cat	dog
kitten	pup
kitty	puppy

TM p. 156-8

Conversations in the Workplace

Talk and Listen

Directions: Mount the following exchange in sets of cards.
May use with Pairs of Students or Student/Teacher.
More advanced students may be given only one card and prepare their own response.

1A
A: Good morning.
B: . . . . .
A: May I help you?
B: . . . . .
A: Anything else?
B: . . . . .

1B
A: . . . . .
B: Good morning.
A: . . . . .
B: Yes, I'd like a bran muffin.
A: . . . . .
B: No, thank you.

2A
A: May I help you?
B: . . . . .
A: Not today. Do you want something else?
B: . . . . .
A: I'm sorry.

2B
A: . . . . .
B: Yes. Do you have any pecan rolls?
A: . . . . .
B: No. I want pecan rolls!
A: . . . . .

3A A: This is Carrs on Huffman.

B: . . . . .

A: I'm sorry to hear that.

B: . . . . .

A: Yes, don't worry. Just take care of yourself.
Will you be back tomorrow?

B: . . . . .

3B A: . . . . .

B: This is Josephina Chavez.
I am very sick today.
I cannot work.

A: . . . . .

B: Thank you.
Will you tell my manager?

A: . . . . .

B: I think so.

4A Intercom: . . . . .

A: Did you page me?

B: . . . . .

A: Is she sick?

B: . . . . .

A: Oh, I see.
Thank you.

4B Intercom: (name)
Please come to the Booth.

A: . . . . .

B: Yes, I did.
Your teacher, (name) , called.
She cannot teach English tomorrow.

A: . . . . .

B: No, she's OK.
She has some other work to do.

A: . . . . .

HELPING A CUSTOMER IN THE BAKERY
A TPR Exercise

Walk to the display case.

Say, "May I help you?" to the customer.

Listen. He is saying, "I'd like a jelly donut."

Say, "Strawberry or lemon?"

Listen. He's saying, "Strawberry please."

Say, "Anything else?"

Listen. He's saying, "No, thank you."

Pick up a sack.

Pick up a pen.

Write 39¢ on the sack.

Put the pen on the counter.

Turn around. Get the jelly donut for the customer.

Walk to the bread cart.

Pick up a tissue.

Pick up a strawberry jelly donut.

Put it in the sack.

Turn around.

Walk to the display case.

Give the sack to the customer.

Smile.

Say, "Thank you."

Listen, he is saying, "Thank you. Have a nice day."

Say, "You too."

Smile.

Step 1: Make tape of these imperatives and model.

Step 2: Student follows imperatives.

Step 3: Student enacts imperatives, Teacher describes in continuous present, eg.- "He's/she's walking to the display case.

Step 4: Homework- student transforms sentences into continuous present, using 1st person singular subject:

Walk to the display case.

I'm walking to the display case.

Josephina in the Bakery

This is Josephina.

This is Carrs Bakery.

This is a customer.

Josephina picks up the poppyseed muffin.

She puts the poppyseed muffin in the bag.

She gives the bag to the customer.

The customer has the bag.

She takes the bag to the checkstand.

She gives the cashier $.79.

SEE [illegible]

HELPING A CUSTOMER IN THE BAKERY
A TPR Exercise

Walk to the display case.

Say, "May I help you?" to the customer.

Listen. He is saying, "I'd like a jelly donut."

Say, "Strawberry or lemon?"

Listen. He's saying, "Strawberry please."

Say, "Anything else?"

Listen. He's saying, "No, thank you."

Pick up a sack.

Pick up a pen.

Write 39¢ on the sack.

Put the pen on the counter.

Turn around. Get the jelly donut for the customer.

Walk to the bread cart.

Pick up a tissue.

Pick up a strawberry jelly donut.

Put it in the sack.

Turn around.

Walk to the display case.

Give the sack to the customer.

Smile.

Say, "Thank you."

Listen, he is saying, "Thank <u>you</u>. Have a nice day."

Say, "You too."

Smile.

Step 1: Make tape of these imperatives and model.

Step 2: Student follows imperatives.

Step 3: Student enacts imperatives, Teacher describes in continuous present, eg.- "He's/she's walking to the display case.

Step 4: Homework- student transforms sentences into continuous present, using 1st person singular subject:

Walk to the display case.

I'm walking to the display case

I am Josefina Chavez.
I am Mrs. Chavez.
My husband is Mr. Chavez.
I have four children.
My children are in school.

I have two dogs.
Their names are Bob and Sadie.
Sadie is a girl.
Bob is a boy.

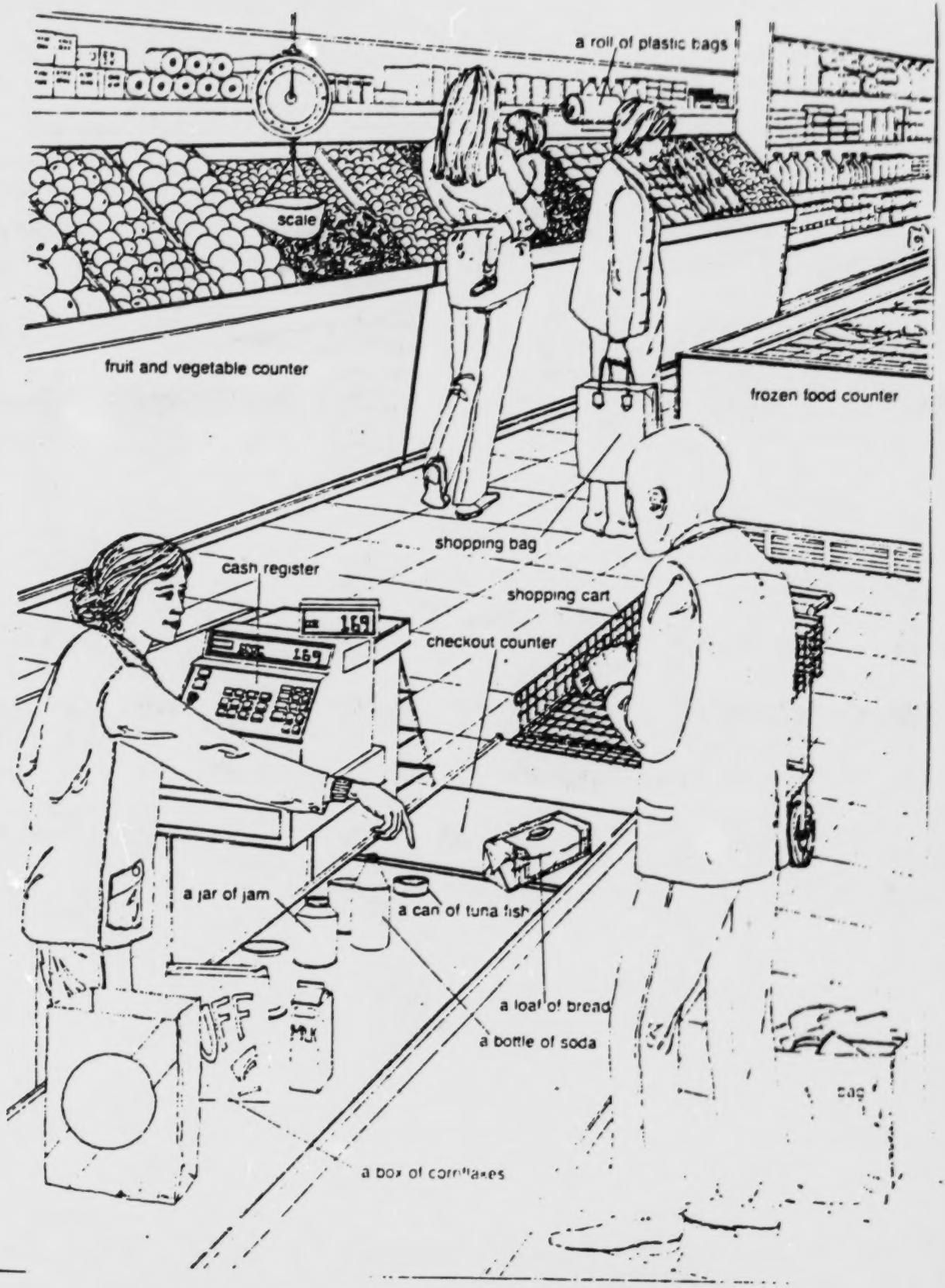
SOME/ANY

What's different about these pictures?

Directions: Give student two pictures of a supermarket. (If teaching a class, have pairs of students work together.) The student should describe the differences using some and any, eg.-"That man doesn't have any hair." "This man is buying some eggs."

Ask questions of each other, eg.- "Does this woman have any shoes?" "Is the man buying any cookies?"

UP - Bakery Unit
SBI, Lesson 10


a roll of plastic bags
scale
fruit and vegetable counter
frozen food counter
shopping bag
cash register
shopping cart
checkout counter
a jar of jam
a can of tuna fish
a loaf of bread
a bottle of soda
bag
a box of cornflakes

POSSESSIVE PRONOUNS IN THE WORKPLACE

Directions: Give student(s) copies of Cake Orders 1, 2, 3, & 4 and cards with pictures of these four cakes.

Review possessive form of noun + 's.

Whose cake is this?
Whose order is this?

Directions: Students put one or more objects in a bag. (If teaching only one student put name tags on puppets. Be sure to have both male and female puppets.) The teacher should also participate so that your will have meaning.

Student(s) and teacher take turns taking objects out of the bag, asking. . .

Whose _____ do you have?
Whose _____ do I have?
Whose _____ does she have?
Whose _____ does he have?
Whose _____ does Ann have?
Whose _____ does Bob have?

INDIRECT OBJECT WITH TO

Directions: Give pairs of students a situation to enact (Teacher may play a role if teaching one-on-one. Teacher will ask, "What is (name) doing?" The student will answer in the present continuous followed by TO + object. eg.- card reads, "Read a book to your son/daughter." The pair of students will enact that and the teacher will ask, "What is (name) doing?" Answer: "(name) is reading a book to his/her son/daughter."

Tell the teacher your phone number. Tell her/him again. (repeat)

Give a quarter to (name) .

Sell a watch to (name) .

Show your pass to the bus driver.

Speak Spanish/Japanese/Korean/etc. to (name) .

You are a waitress. Give a cup of coffee to your customer.

WORKPLACE

Give a bag of donuts to the customer.

Show the pictures of decorated cakes to the customer.

Take the dirty pans to the sink.

Give the chocolate chip cookie to the little girl.

Talk to Ann Smith. She wants to buy a birthday cake for her son.

Read the cake order to Ms. Smith. Is it correct?

MORE QUESTIONS IN THE WORKPLACE

WHEN + BE

1. When is Elsie coming in?

_____

2. When are you going to take your break?

_____

3. When is __(name)__ going home?

_____

4. When are we supposed to make the cookies?

_____

5. When is Carrs Christmas party?

_____

WHEN + DO

1. When do you get off work?

_____

2. When do you have lunch?

_____

3. When does Elsie come in?

_____

4. When does __(name)__ decorate the cakes?

_____

5. When do you start work?

_____

MORE QUESTIONS IN THE WORKPLACE

WHERE + BE

1. Where is the manager?

_____

2. Where are the public phones?

_____

3. Where are the cakes?

_____

4. Where are you going? (6 pm)

_____

5. Where is the Break Room?

_____

WHERE + DO

1. Where do you live?

_____

2. Where do you want me to put the old bread?

_____

3. Where does the cake decorator work?

_____

4. Where does Elsie keep the schedules?

_____

5. Where do I put my coat and boots?

_____

WP - Bakery Unit
Skill Book 1, L 9, 10

TALK / SPEAK

Directions: Mount dialogs on cards. Give part A to one student. Give part B to another student, or the Teacher may read it. Use as a basis for questions and answers. In a class situation the other students must listen and try to understand another's spoken English as well as evaluate the action that they see.

A: (Is walking) 1-A

B: . . . . . .

A: OK! OK! Don't shoot!

B: . . . . . .

A: You can have it.
Don't shoot!

A: 1-B

B: Your money or your life!

A: . . . . . .

B: Give me your watch, too!

A: . . . . . .

A: I want to check out this book. 2-A

B: . . . . . .

A: Here it is.

B: . . . . . .

A: Thank you.

A: 2-B

B: OK. I need your library card.

A: . . . . . .

B: Thank you.
These books are due in three weeks.

A: . . . . . .

A: Oh, good. We can park here. 3-A

B: . . . . . .

A: Oh, dear! I have some bills, but I don't have any change.

B: . . . . . .

A: Thanks.

B: . . . . . .

A: 3-B

B: Great! It's only a block from Penneys.

A: . . . . . .

B: I have some quarters and a dime.

A: . . . . . .

B: You're welcome.
Let's go shopping!

A: May I help you? 4-A

B: . . . . . .

A: I'm sorry. We don't have any money in the Bakery.

B: . . . . . .

A: (Pointing) The cashier at that checkout counter can help you.

B: . . . . . .

A: You're welcome.

A: 4-B

B: Yes. I need to make a phone call.
Can you give me some change for a dollar?

A: . . . . . .

B: Where can I get some change?

A: . . . . . .

B: Thanks.

A: . . . . . .

5-A

A: May I help you?

B: . . . . . .

A: Is it a birthday cake?

B: . . . . . .

A: Here it is. Do you like it?

B: . . . . . .

A: $18.50. Please pay at the checkout counter.

5-B

A: . . . . . .

B: Yes. I'm Sue Smith.
I want to pick up the cake I ordered.

A: . . . . . .

B: Yes. It has Mickey Mouse on it.

A: . . . . . .

B: Yes, it looks great!
How much is it?

A: . . . . . .

QUESTIONS IN THE WORKPLACE

BE

1. Is Elsie your manager?

_____

2. Is she working today?

_____

3. Is it time for your break?

_____

4. Is this a chocolate cake?

_____

5. Is it cheaper to buy a dozen donuts?

_____

6. Are these cakes fresh?

_____

7. Are your children happy to be in school?

_____

8. Are there many people working at 4 am?

_____

9. Are you sure this is raspberry jelly?

_____

10. Are there any public restrooms?

_____

QUESTIONS IN THE WORKPLACE

DO

1. Do you have any chocolate cheese cake?

2. Do you like your job?

3. Do you have the time?

4. Do you know where Elsie is?

5. Do you make the flans here at Carrs?

6. Does Jamie ever work in the Bakery?

7. Does your husband drive you to work?

8. Does your family like oriental food?

9. Does Elsie want to talk to me?

10. Does the Bakery bake bread on Monday?

QUESTIONS IN THE WORKPLACE

WHO

Who with BE. (Answer with BE.)

1. Who is your manager?

_____

2. Who is the store manager?

_____

3. Who is going to clean the Bakery now?

_____

4. Who is always right?

_____

5. Who is your cake decorator?

_____

Who with other verbs. (Answer with DO.)

1. Who works in the Bakery?

_____

2. Who serves the customers?

_____

3. Who manages the Bakery?

_____

4. Who cleans the Bakery?

_____

5. Who helps with the housework when you work?

_____

MORE QUESTIONS IN THE WORKPLACE

BE

Answer with NOT.

1. Are you busy?

_____

2. Is Elsie here?

_____

3. Are you the manager?

_____

4. Are these cakes fresh?

_____

5. Is it time for your break?

_____

DO

Answer with DO + NOT.

1. Does Jan teach you in the afternoon?

_____

2. Do you bake cookies for Carrs?

_____

3. Do I speak too fast?

_____

4. Do you get off work at 5 o'clock?

_____

5. Does your husband like his new job?

_____

ABBREVIATIONS

Directions: Draw a line from the abbreviation in the first column to the correct word in the second column.

LG	small
SM	cinnamon
pkg.	large
ct.	count
CINN	package

SHORT VOWEL SOUNDS

/ a /	/ e /	/ i /	/ o /	/ u /
bran	egg	dinner	hot	sub
hamburger	French	stick	dog	crusty
baguette	English	Wilma's		pumpernickel
packet		mini		muffin
fat				donut
				butter

HOMONYMS

hole (donut hole)
whole (whole cake)

NO SOUND

whole	(h ō l)
baguette	(b a g e t)
sourdough	(s ou r d ō)

/ CK /

crack / cracked
pumpernickel
stick / cheese stick
packet / pack

Use of "DAILY THRO-A-WAY" Chart

All bakery products are marked with an expiration date including month and day (by numbers); eg.- 11 6 would be November 6.

Bakery workers remove bakery products that have today's date marked on them; they are then 4 days old. Bakery workers count the number of each item that they remove and mark it on the "DAILY THRO-A-WAY" chart according to the day of the week it is. For example: On Thursday, November 7, Josefina removes 4 loaves of LG white bread, 2 loaves of SM white, 1 loaf of Honey Wheat and 0 loaves of Cracked Wheat. Josefina will mark the chart:

ITEM	MON	TUE	WED	THU	FRI	SAT	SUN
LG WHITE				4			
SM WHITE				2			
HONEY WHEAT				1			
CRACKED WHEAT				0			

DAILY THRO-A-WAY

ITEM	MON	TUE	WED	THU	FRI	SAT	SUN	ITEM	MON	TUE	WED	THU	FRI	SAT	S
LG. WHITE								CRUSTY BREAD							
SM. WHITE								FRENCH BREAD							
HONEY WHEAT								FRENCH ROUND							
CRACKED WHEAT								RYE BREAD							
RAISIN								PUMPERNICKEL							
CINNAMON BREAD								6-GRAIN BREAD							
OATBRAN BREAD								FRENCH ROLLS							
CHEESE BREAD								ONION RYE							
PUMPERNICKEL								SMALL BREADS							
OATMEAL BREAD								CHEESE BREAD							
RYE BREAD								WHITE BREAD							
100% WHEAT								RAISIN BREAD							
ENGLISH MUFFIN								ENGLISH MUFFIN							
WHOLE GRAIN								100%							
GARLIC BREAD								OAT BRAN							
WHEAT DINNER								2.89 DONUT HOLES							
EGG & BUTTER								CHEESE STICKS							
								BREAD STICK							
VIENNA ROLLS								PUDDING-CAKES							
WHEAT HAMBURGER								WILMA'S 6 PKG							
HAMBURGER								WILMA'S 4 PKG							
HOT DOGS								COFFEE-CAKES							
HOAGIES								4 ct MUFFIN PACKETS							
KAISER								9 ct MUFFIN PACKETS							
WHEAT KAISER								1.99 ANGEL-FOOD							
BAGELS								BROWNIES							
FRENCH ROLLS								3.99 ANGEL-FOOD							

WP- BAKERY UI

ITEM	MON	TUE	WED	THU	FRI	SAT	SUN	ITEM	MON	TUE	WED	THU	FRI	SAT	SU
SUB ROLLS								PIES							
WHEAT SUB								9 pack CINN. ROLLS							
FRENCH BREAD								PASTRY 3.99 BRIOCHE							
WHEAT FRENCH								PASTRY 3.49 SCONES							
BAGUETTE BREAD								PASTRY 5.29 CINN ROLLS							
SOURDOUGH ROUND								PASTRY 2.79 CINN ROLLS							
SOURDOUGH LOAF								PASTRY 2.79 PECAN ROLLS							
								FAT FREE 2.89 MUFFINS							
								MINI 4.79 MUFFINS							

PRONUNCIATION

/ ā /	/ a /
	apple
raisin	happy
grain	bran
angel	hamburger
cake	

SPELLING

Sunday	Sun.	Sun
Monday	Mon.	M
Tuesday	Tue.	T
Wednesday	Wed.	W
Thursday	Thur.	Th
Friday	Fri.	F
Saturday	Sat.	Sat

WP - Bakery Unit
Jan Jones
Anchorage Workplace Literacy

PRONUNCIATION IN THE BAKERY

/ wh /	/ ou /	/ ul /
white	sour	bagel
wheat	round	pumpernickel
	brownies	angel

/ ch /	/ br /	/ cr /
French	bread	cracked
cheese	brownies	crusty
	brioche	
	bran	

/ gr /	/ fr /	/ st /
grain	French	stick
	free	

/ ēe /	/ ēa /	/ āi /	/ ōa /	/ īe /
cheese	wheat	grain	hoagies	pie
coffee		raisin	loaf	
free			oat	

Silent e at end	/ ou /	/ ō /
date	now	snow
white	how	show
rye	Wow	low
hole	cow	grow
cake	plow	mow
pie	allow	bow
scone		tow
size		row
theme		
telephone		

CONTRASTS

/ s /	/ k /	/ g /	/ j /
cinnamon	/ coffee	garlic	/ angel

/ p /	/ b /	/ v /	/ f /
pumpernickel	/ butter	Vienna	/ Fat Free
pudding	/ bagel		

DAILY THRO-AWAY GAME

Directions: Make six copies of these specialty breads. Cut apart. Mark each with a date. Mark one or two with the current date; these will be "pulled" as that is the expiration date. Mark a few with the month and two days earlier; mark the rest with the month and four days earlier, eg.,

LG WHITE	LG WHITE	LG WHITE	LG WHITE	LG WHITE	LG WHITE
1 - 15	1 - 11	1 - 15	1 - 13	1 - 13	1 - 13

The student(s) will remove the bread with the current date and mark the number of loaves removed on the DAILY THRO-AWAY sheet in the proper week-day slot.

The loaves remaining on the shelves must be arranged by type and by date.

WP - Bakery Unit
Jan Jones
Anch. Workplace Literacy

LG. WHITE	SM. WHITE	HONEY WHEAT	CRACKED WHEAT	RAISIN	CINNAMON BREAD
OATBRAN BREAD	CHEESE BREAD	PUMPERNICKEL	OATMEAL BREAD	RYE BREAD	100% WHEAT
ENGLISH MUFFIN	WHOLE GRAIN	GARLIC BREAD	WHEAT DINNER	EGG & BUTTER	VIENNA ROLLS
WHEAT HAMBURGER	HAMBURGER	HOT DOGS	HOAGIES	KAISER	WHEAT KAISER

WP - Bakery Unit

CHEESE STICKS	BREAD STICKS	PUDDING-CAKES	Wilma's 6pkg.	Wilma's 4 pkg.	COFFEE-CAKES
MUFFIN PACKETS 4 CT	MUFFIN PACKETS 9 ct.	ANGEL-FOOD $1.99	BROWNIES	ANGEL-FOOD $3.99	PIES
9 pack CINN. ROLLS	PASTRY BRIOCHE $3.99	PASTRY SCONES $3.49	PASTRY CINN ROLLS $5.29	PASTRY CINN ROLLS $2.79	PASTRY PECAN ROLLS $2.79
FAT FREE MUFFINS $2.89	MINI MUFFINS $4.79				

WP - Bakery Unit

BAGELS	FRENCH ROLLS	SUB ROLLS	WHEAT SUB	FRENCH BREAD	WHEAT FRENCH
BAGUETTE BREAD	SOURDOUGH ROUND	SOURDOUGH LOAF	CRUSTY BREAD	FRENCH ROUND	RYE BREAD
PUMPERNICKEL	6-GRAIN BREAD	FRENCH ROLLS	ONION RYE	SMALL BREADS	CHEESE BREAD
WHITE BREAD	RAISIN BREAD	ENGLISH MUFFIN	100%	OAT BRAN	$2.89 DONUT HOLES

WP - Bakery Unit

Skills Practice: Adding 's

leg	legs
wing	wings
cake	cakes
donut	donuts
turkey	turkeys

pick	picks
jump	jumps
run	runs
look	looks
write	writes
take	takes

WP - Bakery Unit / SB 1, L9
Jan Jones
Anchorage Workplace Literacy

SAMPLE EXPERIENCE STORY: adapt for each student.

At the Bakery

This is Jane Smith.

This is her daughter, Betty.

Jane and Betty live on Upper O'Malley Road.

They are going to Carrs on Huffman.

They are looking at the baked goods.

They are looking at the cakes and cookies.

Josefina goes to the display case.

She says, "May I help you?"

Betty says, "Look at the turkeys, Mother!"

Josefina says, "The turkeys are ginger cookies.

Would you like to taste one?"

She picks up a turkey,

She gives it to Betty and Jane.

"M-m-m-m-m!" This is a good cookie," says Betty.

Jane says, "We'll take a dozen turkey cookies."

Josefina picks up the cookies.

She puts them in a bag.

She writes the price on the bag.

She gives the bag to Jane Smith.

Josefina says, "Thank you. Have a nice Thanksgiving."

Questions for "At the Bakery"

Par 1 Who is Betty?

_____

Where do Jane and Betty live?

_____

Where are they going?

_____

Par 2 Where are Jane and Betty?

_____

What are Jane and Betty looking at?

_____

Par 3 What does Josefina say to Jane and Betty?

_____

Par 4 & 5 Are the turkeys cookies?

_____

Par 6 Do Jane and Betty taste the cookie?

_____

Does Betty like the cookie?

_____

Par 7 How many turkey cookies does Jane want?

_____

Par 8 Does Josefina put them in a box?

_____

Doew Josefina give the bag to Betty?

_____

What does Josefina say to Jane and Betty?

_____

Workplace Curriculum

BAKERY LESSON

PREPARED FOR CARRS GROCERY EMPLOYEES

Conversation and reading skills
Adapted from Skill Book 2 Lesson 1

of the

Laubach Way to English
by Jeanette D. Macer and Martha A. Lane
New Readers Press

Developed by Jan Jones

Anchorage Workplace Literacy Program, 1345 Rudakof Circle, Suite 104, Anchorage, Ak 99508

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The Bakery

LWE Skill Book 2 Lesson 1

I. Conversation Skills

DIALOG

Clerk: May I help you?
Liz: Yes, I'd like to buy a gift for my mother. It's her birthday.

Clerk: Here are some nice rings.
Liz: This one is pretty. How much is it?

Clerk: $12.95.
Liz: I'll take it.

TM PG 24

WorkPlace Adaptation

Student(s) create a similar dialog to fit Bakery situation:

- Mrs. Brown wants to buy a cake for her son's birthday.
- Betty Black wants some muffins for breakfast.
- Etc.

Pairs role play. *(If teaching one-on-one, teacher and student each take a role; if teaching a class, pairs of students take different situations and roles.)*

VOCABULARY:
Review of Chart and Story Words

This is Miss Jill Hill
Jill is Kim's sister.
Jill is the big sister.
Kim is the little sister.

Jill gives a gift to Kim.
Jill gives a gift to her little sister.

TM PG 25

Teacher interviews the student(s). *(unless he/she has already gathered this information).* As the student(s) answers, draw a face with the name beside it.

Elsie

Betty

Wanda

Bonnie

Teacher: Who works in the Bakery?
Student: Elsie does.
Teacher: What is Elsie?
Student: She's the manager.
Teacher: What does Elsie do?
Student: She manages the Bakery.
(Student may not be able to answer)

Teacher writes the information the student gave in sentences. Student reads and answers questions similar to those in SB2, Lesson 1.

This is Elsie Peters.
Elsie is the Bakery Manager.
Elsie manages the bakery at _____.
(store name)
Etc.

Note: Different verbs and nouns will emerge, eg. *manages, waits on customers,* etc. This is the vocabulary your student needs to learn. The sentence structure remains the same.

WorkPlace Adaptation

VOCABULARY: *wear, put on, take off*

I'm wearing a ring.
I'm taking off my ring.
I'm putting on my ring.

TM PG 26

I'm wearing an apron.
I'm taking off my apron.
I'm putting on my apron.

VOCABULARY:
Articles of Clothing and Jewelry

This is a coat.	These are jeans.
This is a jacket.	These are pants.
This is a sweater.	These are glasses.
This is a belt.	These are shoes.
This is a ring.	
This is a watch.	These are clothes.

The woman's wearing a dress.
a blouse.
a skirt.

The man's wearing a suit.
a shirt.
a tie.

TM PG 26

This is a chef's hat.
This is a vest.
This is a nameplate.
This is a shirt.
This is a visor/cap.
This is an apron.

These are pants.
These are gloves.

Mount cartoon on cards or polaroid pictures:

This is *(name)*.
He's the store manager.
What is he wearing?

This is Yu-hen Wu.
He's the chef in the
(take-out food dept.).
What is he putting on?

This is *(name)*.
She's your manager.
What is she taking off?

This is *(name)*.
He is a Courtesy Clerk.
What is he wearing?

LWE Skill Book 2 Lesson 1

VOCABULARY:
Names of Colors with *light* and *dark*

This is gold.
silver.
gray.
orange.
purple.

This is light blue.
dark blue.

These are colors.

TM PG 28

WorkPlace Adaptation

Colors of uniform/bakery products.

This is burgundy.
pink.
This is light brown.
dark brown.

This is pumpernickel.
It's a dark brown rye bread.

These are pink roses on the cake.
The leaves are light green.

The rolls are done.
They are light brown.

Teacher asks questions using a cartoon/picture of a bakery worker in uniform and, perhaps, pictures from the bakery ads in the newspaper.

What is she wearing?

What is pumpernickel?
Are the muffins done?
What colors do you want on your cake?

STRUCTURE FOCUS: Two modifiers

This is a big pet shop.
This is a little gift shop.
This is a big dress shop.
This is a hot fish dinner.

TM PG 29

Teacher asks, *What do you sell in the bakery?*
List four or five items that are sold in the bakery.
Teacher asks, pointing to first item, *Is this good?*
If student agrees, write ***good*** in column two.
Teacher asks, *What kind of bread is it?*
(Write ***cinnamon, wheat, white*** or whatever the student says.)

Continue eliciting two adjectives for each bakery item.

Bakery Item	*Adjectives*	
bread	good	white
donuts	jelly	powdered
muffins	mini	blueberry

Teacher: Tell the customer,

This is good, white bread.

Tell the customer about the donuts.

In a class, this could be expanded to pairs of students practicing telling customers about the bakery products, and the partner deciding what to buy.

STRUCTURE FOCUS:
Indirect Object with *to* (review)

The woman	is giving	the book	to the boy.
The man	is selling	the book	to the girl.
The girl	is speaking	English	to the boy.
She	is showing	the books	to the students.

TM PG 29

Make sentence strips; cut into parts:

SUBJECT	VERB	OBJECT	INDIRECT OBJECT

Mix the phrases up. Student arranges in correct order. Reads

I am giving the donuts to the customer.
Ann is selling a cake to the woman.
Betty and Ann are showing the cake to the customer.
She is repeating the cake order to the customer.

STRUCTURE FOCUS:
Indirect Object with *for*

Kim	is getting	a gift	for her mother.
Jill	is buying	a ring	for her mother.
I	am opening	the door	for him.
She	is closing	the window	for the teacher.
They	are making	dinner	for their mother.
I	am signing	the paper	for you.

TM PG 30

Make sentence strips; cut into parts as in previous exercise. Mix the phrases up. Student arranges in correct order. Student reads.

Mrs. Hill is getting a birthday cake for her son.
Mrs. Brown is buying some muffins for her family.
I am opening the oven door for my manager.
I am closing the refrigerator for Ann.
I am making cookies for my manager.
The customer is signing the check for the cashier.

Mini Skit (Mount scripts on separate cards.)

If teaching a class, give cards to two students, ask the other students to watch and listen.

1.
(Name 1) **May I help you?**
(Name 2) • • • • • • • • •
(Name 1) **Anything else?**
(Name 2) • • • • • • • • •
(Name 1) puts six bran muffins in a bag.
He/She gives the muffins to (Name 2)
(Name 1) **Thank you. Please pay at the checkout counter.**

2. *(Name 1)* • • • • • • • • •
(Name 2) **Yes, I'd like six bran muffins.**
(Name 1) • • • • • • • • •
(Name 2) **No, thank you.**
(Name 1) puts six bran muffins in a bag.
He/She gives the muffins to (Name 2)
(Name 1) • • • • • • • • •

Discussion:
Teacher:
Who did *(Name 1)* get the muffins for?
Who did *(Name 1)* give the muffins to?

STRUCTURE FOCUS:
Questions with *Who* in Subject Position

Jill is the big sister.
Who is the big sister?

Kim is the little sister.
Who is the little sister?

Ann and Glenn are going home.
Who is going home?

TM PG 32

Teacher should find the names of key personnel in store for this exercise.

Teacher: *Many people work in your store.*
Who are they? *Store Manager.*
Who is the store manager?
Repeat, *Who is the store manager?*

Assistant Manager
Day Janitor
Bakery Manager
Repairperson

(Name) is the manager.
Who is the manager?

(Name) is the assistant manager.
Who is the assistant manager?

Betty and Ann are decorating the cakes.
Who is decorating the cakes?

STRUCTURE FOCUS:
Short Answers to *Who* Questions

Who	speaks	English?	I do.
Who	teaches	the class?	The teacher does.
Who	wears	jeans?	Boys and girls do.
Who	is	the little sister?	Kim is.
Who	has	an English Book?	I do.

TM PG 32

Who manages the bakery?	*(Name)* does.
Who waits on the customers?	I do.
Who decorates cakes?	Ann and Betty do.
Who is the store manager?	*(Name)* does.

Note: The teacher should find out the key tasks in the bakery and the personnel in the bakery and in other departments with whom the student may need to interact.

Drill *(Teacher should create appropriate questions.)*

Who cleans the pots and pans?
Who cleans the bakery floor?
Who takes the customers' money?
Who brings non-baking supplies to the bakery?
Who makes up the work schedule?

CONVERSATIONAL PRACTICE

A Pairs Activity

Directions: each pair is given a card on which is written a situation which may arise while working at the bakery.

- *(Holiday)* is on Friday.
  Your daughter's third grade class is having a party.
  You are ordering a cake for the party.
- A customer wants some change for a telephone call.
- A mother asks for a cookie for her little boy.

PRONUNCIATION
/ē/ and /ĭ/
/b/ and /v/

Bakery item/vocabulary contrasting /ē/ and /ĭ/;
/b/ and /v/.

/ē/	/ĭ/	/b/	/v/
eat	in	bake	vest
enter	cinnamon	been	visor
cheese	pumpernickel	butter	oven
oatmeal	dinner	bagel	over
wheat	sticks	hamburger	never
coffee	Wilma's	sub	serve
brownie			
pastry			
mini			

READING

A Ring for Kim

it	getting
gift	giving

This is Miss Jill Hill.
This is Miss Kim Hill.

Jill is the big sister.
Kim is the little sister.

The sisters are in a gift shop.
It is a big gift shop.
It is Miss Oliver's gift shop,.

Kim is getting a gift for Mrs. Hill.
Jill is getting a gift for Kim.

Jill is giving the gift to Kim
Jill is giving the gift to her little sister.
The gift is a ring.
It is a little ring.
The big sister is giving to the little sister.

This is Kim's finger.
It is her little finger.
Kim puts the ring on her little finger.
She has the ring on her little finger.

Kim thanks Jill for the ring.
Kim thanks her big sister.

SKILL BOOK PG 3

WorkPlace Adaptation

Teacher may either write a work-related story in advance to teach the desired vocabulary and sentence structures, or draw it out of the student with questions about his/her work experience or with a cartoon/picture.

Paradigm of a Bakery Story:

This is Mrs. Brown.
This is Billy Brown.
Mrs. Brown is the mother.
Billy is her son.

The Browns are in a bakery.
It is *(name of store)'s* bakery.

(Name) works in the bakery.
She is getting a chocolate chip cookie for Billy.
She is giving the chocolate chip cookie to Billy.

Billy says, "Thank you."

He thanks *(Name)* for the cookie.
Mrs. Brown says, "I'd like six bran muffins for dinner."

(Name) gets the muffins for Mrs. Brown.
She puts them in a bag.
She gives the bag to Mrs. Brown.
(Name) says, "Thank you for shopping at *(Name of store)*.

Workplace Curriculum

CAKE ORDERS IN THE BAKERY

PREPARED FOR CARRS GROCERY EMPLOYEES

Conversation and reading skills correlated with Skill Book 1

of the

Laubach Way to English
by Jeanette D. Macer and Martha A. Lane
New Readers Press

Developed by Jan Jones
with Josephina Chavez

CE023070

Anchorage Workplace Literacy Program, 1345 Rudakof Circle, Suite 104, Anchorage, Ak 99508

Funding for the Anchorage Workplace Literacy Project provided by a $205,852 grant from the U.S. Department of Education National Workplace Literacy Program with matching local funds.

DECORATOR'S ORDER FORM

CUSTOMER _____

ADDRESS _____ DATE _____

CITY _____ TELEPHONE _____

CAKE SIZE ○ 1/4 1/2 FULL

KIND OF CAKE _____

KIND OF FILLING _____

KIND OF ICING _____

LETTERING **(Must Print)** _____

IDEA, THEME, OCCASION & COLORS _____

AGE _____

MALE ☐

FEMALE ☐

PRICE _____

DEPOSIT _____

BAL. DUE _____

DUE! DATE _____

HOUR _____ ☐ AM ☐ PM

ORDER TAKEN BY _____

THE LUCKS COMPANY · SEATTLE, WASHINGTON

TAKING CAKE ORDERS IN THE BAKERY

1. Write script for cake order. Record on cassette tape.
2. Listen to cassette tape. Fill out cake order form.
3. Questions and answers about the order.
4. At another point in the lesson, perhaps at the end or at the beginning of the next lesson, read the cake order script, the Teacher taking the customer's part.

Jan Jones
Anch. Workplace Literacy

TAKING A CAKE ORDER
IN THE BAKERY
1

_____ Carrs Bakery. May I help you?

Customer: Yes, I'd like to order a birthday cake.

_____ All right. What's your name?

Customer: Mary Holmes.

_____ How do you spell it?

Customer: M-A-R-Y H-O-L-M-E-S.

_____ M-A-R-Y H-O-L-M-E-S?

Customer: Yes.

_____ What's your address?

Customer: 2759 Loussac Drive.

_____ 2-7-5-9. How do you spell the street name?

Customer: L-O-U-S-S-A-C.

_____ 2759 Loussac. And your zip?

Customer: 99507.

_____ Your telephone number?

Customer: 279-3415.

_____ 279-3415.

Customer: That's right.

_____ What size cake do you want?

Customer: What sizes do you have?

_____ Round, a quarter, a half, and full.

Customer: How big is a full cake?

_____ It's by inches.

Customer: Oh! That's too big! I'll take a half cake.

_____ All right. Do you want white or chocolate?

Customer: Chocolate.

_____ What kind of icing do you want?

Customer: White.

_____ Do you want writing on the cake?

Customer: Yes. Write "Happy Birthday, Timmy".

_____ How do you spell "Timmy"?

Customer: T-I-M-M-Y.

_____ T-I-M-M-Y. Happy Birthday, Timmy?

Customer: Yes.

_____ What else do you want on the cake?

Customer: Can you make a hot-air balloon?

_____ I think so. I'll write it down. If not, do you have another idea?

Customer: Rockets!

_____ Please spell it.

Customer: R-O-C-K-E-T-S.

_____ Good. How old is Timmy?

Customer: 10.

_____ When do you want the cake?

Customer: Saturday morning.

_____ Will 10 o'clock be OK?

Customer: Yes.

_____ That will be $ 18.50 . Let me read the order to you. Tell me if there are any mistakes.

Customer: OK.

_____ (Reads cake order. For date, tell day of week and date.)

Customer: That's fine. I'll pick it up Saturday morning. Thanks.

_____ Thank you.

CAKE ORDER #2

_____ Carrs Bakery. May I help you?

Customer: I'd like to order a cake for a Halloween party at school.

_____ All right. What's your name?

Customer: Betty Black.

_____ How do you spell it?

Customer: B-E-T-T-Y B-L-A-C-K.

_____ What's your telephone number?

Customer: 334-1257.

_____ What size cake do you want?

Customer: I'd like a half cake.

_____ What kind of cake do you want?

Customer: White.

_____ Icing?

Customer: White.

_____ Do you want anything written on the cake?

Customer: No. No writing.

_____ What kind of decoration do you want on the cake?

Customer: I want a Halloween theme. I want a Halloween cake.

_____ What colors would you like?

Customer: Black and orange.

_____ How old are the children in this class?

Customer: 6 and 7 years old.

_____ And the cake will be $18.50. When would you like to pick it up?

Customer: Thursday at noon.

_____ All right. That would be Thursday, October 31 at 12 o'clock noon.

Let me read the order to you again.

Cake order #2, continued

Your name is Betty Black, telephone number 334-1257.

You want a half cake, white, with white icing.

You want a Halloween theme with black and orange colors.

The children are 6 and 7 years old.

You will pick it up on Thursday, October 31 at 12 o'clock noon.

Is that right?

Customer: Yes, it is.

_____ Good. That will be $18.50.

Customer: OK. I'll come and get it on Thursday at noon. Thanks.

_____ Thank you.

Listen to tape of "Cake Order #2". Fill in the blanks with words from Word List.

_____ wants a cake.

It is for a school _____.

Her telephone number is _____.

She wants a _____ cake.

She wants a _____cake with _____ icing.

She _____ want any lettering.

_____ is the theme.

The colors are _____ and _____.

The children are _____ and _____ years old.

The cake is $_____.

She wants to get the cake at _____ on _____ , _____
(day of week)

Word List

334-1257	½
doesn't	party
noon	6 and 7
Halloween	Betty Black
Thursday	white
18.50	cake
white	black
October 31	orange

Questions for "Cake Order #2

Is the cake for a party?

Is it for a birthday party?

Is Betty Black's phone number 277-1257?

Does Betty Black want a Halloween cake?

Does she want a chocolate cake?

Does she want the cake in the afternoon?

Do you tell Betty the cake is $18.50?

Where is the party?

What is the theme?

What kind of cake does Betty want?

How much is the cake?

Cake Order #3

Write a cake order.

Mary Smith is having a party.

It is for her friend, Ann.

Ann will marry Bill Black.

Mary's party is a wedding shower.

Mary's telephone number is 277-2915.

She wants a carrot cake with white icing.

Write "Best Wishes" on the cake.

Make pink roses for the cake.

Mary wants a ½ cake.

It is $18.50.

She wants the cake on November 16.

She will pick it up at 10 o'clock in the morning.

CAKE ORDER #4

_____ Carrs Bakery. May I help you?

Customer: Yes. I'd like to order a Christmas cake.

_____ All right. What's your name?

Customer: Ann Brown.

_____ Brown?

Customer: Yes. B-R-O-W-N.

_____ Thank you. That's Ann Brown.

Customer: Yes.

_____ What's your telephone number?

Customer: 279-6446.

_____ What size cake do you want?

Customer: I want a round cake--a round, white cake.

_____ All right. Round. White.

Customer: And I want lemon filling.

_____ All right. Lemon. What kind of icing do you want?

Customer: White.

_____ Any lettering?

Customer: Yes. Write "Merry Christmas".

_____ Merry Christmas. What colors do you want?

Customer: Red and green. I'd like red poinsettias on the cake.

_____ Can you spell poinsettias?

Customer: I think it's P-O-I-N-S-E-T-T-I-A-S.

_____ P-O-I-N-S-E-T-T-I-A-S. Is this for a childrne's party?

Customer: Oh, my no! It's for my bridge club!

_____ All right. When do you want to pick up the cake?

Customer: Tuesday morning.

_____ Tuesday, December 10. Is 10 o'clock all right?

Customer: No,. I'd better get it by 9. Is that OK?

_____ Of course. Let me read the order to you.

(Reads Order) Is everything OK?

Customer: Yes.

_____ Good. That will be $22.50.

Customer: All right. I'll pick it up on Tuesday morning.

_____ Yes. It will be ready at 9 o'clock, Tuesday, December 10.

Customer: Thank you very much.

_____ Thank you.

INFORMATION QUESTIONS FOR THE WORKPLACE
WHO and WHAT

Directions: Give student(s) copies of Cake Orders a, 2, 3, & 4 and cards with pictures of these four cakes. Have puppets with name tags: Mary Holmes, Betty Black, Mary Smith, and Ann Brown.

Ask questions with Who and What.

Who is this? (show various puppets.)

What kind of cake does Mary Holmes want?

What does Ann Brown want on her cake?

What colors does Betty Black want?

(Give the Halloween cake to Betty Black.) Who am I giving the cake to?

What does Ann get?

Etc.

Jan Jones
Anchorage Workplace Literacy

COURTESY CLERK LESSON

PREPARED FOR CARRS GROCERY EMPLOYEES

Conversation and reading skills correlated with Skill Book 1

Laubach Way to English
by Jeanette D. Macer and Martha A. Lane
New Readers Press

Developed by Jan Jones

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COURTESY CLERK
A Unit

Materials:
- Job Description for Courtesy Clerk
- Map of Carrs store on Huffman
- Picture of Supermarket - Longman's Dictionary

Activities:
- Field Trip to Carrs
- Identify
  - Front Booth
  - Time Clock
  - Check-Out Counters
  - Aisles
  - All Department of the Store
  - A Courtesy Clerk/Uniform
  - Shopping Cart
  - Cashier
  - Cash Register
  - Express Lanes
  - Bags
  - Carry Out Carts
- TPR Exercises
- Skit
- Game
- Problem Solving
- Vocabulary Exercise

POSITION: Courtesy Clerk

ORGANIZATIONAL UNIT: Store Operations

REPORTS TO: Assistant Store Manager

BASIC FUNCTION:

This position is responsible for bagging customers' orders, assisting customers to their vehicles in a pleasant, courteous manner, and general clean up work.

PRINCIPLE ACCOUNTABILITIES:

Job duties of Courtesy Clerks will include:

1. Bagging merchandise after customer check out.
2. Merchandise carry out to customer vehicles.
3. Maintain good customer relations.
4. General clean up work in all departments and all areas in and around the store.
5. Collection and return of shopping carts.
6. Stocking supplies in check stands.
7. Returning merchandise to shelves.
8. Other duties as assigned.

COURTESY CLERK
A Unit

"Two Word" Verbs
A TPR Exercise

Put on your vest.
Clock in.
Go to checkstand 8.
Pick up a bag.
Open it up.
Pick up a can.
Put it in the bag.
Put more groceries in the bag.
Pick up the bag.
Put it on the carry-out cart.
Pick up the carton of milk. Woops! It's leaking!
Go get another carton of milk.
Hurry to the Dairy Section.
Pick up another carton of milk.
Bring it back to checkstand 8.
Put it in the bag.
Carry out the bags for your customer.
Put the bags in the car.
Say, "Bye. Thanks for shopping at Carrs."
Bring back some shopping carts.
Put them back with the other carts.
Hurry back to checkstand 8.
Look at your watch. It's time to go home.
Clock out.

WORKING AS A COURTESY CLERK

A TPR Exercise

You are a Courtesy Clerk.
Courtesy Clerks are friendly. Smile!

Courtesy Clerks are helpful.
Say, "Would you like a 'carry-out'?"

Courtesy Clerks are polite.
Say, "Thank you. Have a nice day."

Today you are bagging groceries at checkstand 8. Betty is your cashier.

Here comes a customer!
Pick up a bag.

Open it.

Smile at Betty.

Smile at the customer.

Put the groceries in the bag.

Put heavy cans on the bottom.

Put lighter things on the cans.

Put fragile and soft things on the top.

Lift the bag. Is it heavy? It must not be too heavy.

Look at the bag. Does everything fit well?
Sharp corners will tear the bag. Make the things inside fit the bag.

Put the frozen food together.

Put cleaning supplies in a different bag.

Ask your customer, "Do you want your produce in one bag?"
If he/she says, "Yes," put firm, heavy produce on the bottom.

Put light fragile produce on top.

When a bag is full, put it on the carry-out cart.

When all of the groceries are bagged and on the carry-out cart, Betty may call, "Carry-out on checkstand 8."

Maybe Betty will say to you, "Would you carry these out please?"

Say, "Sure!"

Smile.

Wait for your customer.

Let your customer walk in front of you.

Follow your customer.

Maybe your customer will say, "I wish it would stop raining."
Say, "So do I!"

Maybe your customer will say, "Do you like living in Alaska?"

Say, "Yes, I do. It's a beautiful state, and the people are very friendly!"

Ask, "Do you like living in Alaska?"

Put the bags of groceries in the car.

Tell your customer, "Thank you for shopping at Carrs. Have a nice day/weekend."

Hurry back to the store.

Go to checkstand 8 and help Betty.

Smile.

COURTESY CLERK

A Unit

Duties of a Courtesy Clerk:

3. Maintain good customer relations.

TALK AND LISTEN: Mount the following exchanges in sets of cards.
May use with Pairs of students, Student/Teacher.
More advanced students may be given one card only and prepare their own response.

1A Cashier: Oh-oh! This bag of sugar has a hole. Would you get another bag for this customer, (name) ?

_____ . . . . . .

_____ . . . . . .

Cashier: I've already rung it up. You can bag it.

_____ . . . . . .

1B Cashier: . . . . . .

_____ Sure. (Notes brand and size of bag; checks Carrs Map to see what aisle sugar is on; returns with another bag of sugar- same size, same brand.)

_____ Here is is. (Gives to cashier)

Cashier: . . . . . .

_____ OK

2A Customer: Be careful with my produce! It's expensive!

_____ . . . . . .

2B Customer: . . . . . .

_____ You're right. I'll be very careful. (Smiles at customer; carefully puts soft produce on top of groceries.

3A (Courtesy Clerk has already started to bag groceries.)

Customer: Oh, could you double-bag my groceries? I have a lot of cans.

_____ . . . . . .

Customer: I'm sorry. I should have told you before you started.

_____ . . . . . .

3B (Courtesy Clerk has already started to bag groceries.)

Customer: . . . . . .

_____ Sure.

Customer: . . . . . .

_____ (Smiles) That's OK. The cans <u>are</u> heavy.

4A Customer: Now don't fill my bags too full! The last bagger put so much in the bags I hurt my back carrying them into the house.

_____ . . . . . .

_____ . . . . . .

Customer: Yes, that's all right.

_____ . . . . .

4B Customer: . . . . . .

_____ OK. I won't. (Puts only a few cans in each bag. Fills the bags only half-full. Shows bag to customer.)

_____ Is this OK?

Customer: . . . . . .

_____ (Smiles)

5A Customer: (Angrily) I bought this milk yesterday. When I opened it today, it was sour!

_____ . . . . . .

_____ . . . . . .

Manager: . . . . . .

_____ . . . . . .

_____ . . . . . .

5B Customer: . . . . . .

_____ Oh, I'm sorry. Let me ask the Manager how to help you. I'll be right back.

_____ (to Manager) A customer got some sour milk yesterday. He/she is upset. What should I do?

Manager: . . . . . .

_____ OK. (Takes Manager to Customer) This is Glenn. He's the manager. May I have this carton so I can match it with a fresh one? Thank you.

_____ (Returns with fresh carton) Here you are. I'm sorry the other milk was sour. This should be OK.

5C Customer: . . . . . .

_____ . . . . . .

_____ . . . . . .

Manager: Where is he/she? I'll talk to him/her. Get another carton. Check the date.

_____ . . . . . .

_____ . . . . . .

6A (Customer's baby breaks a bottle of ketchup over other groceries in the shopping cart.)

Cashier: Woops! This will take some time! (name), would you close this checkstand and help the other customers find other checkstands? Then come back and help me.

_____ . . . . . .

_____ . . . . . .

Cashier: Get some more paper towels. Hurry!

_____ . . . . . .

Cashier:

Put the other things on the counter.

_____ . . . . . .

Cashier: You'd better stop and bag for a while. There are too many things on the counter.

_____ . . . . . .

Customer: . . . . . .

_____ . . . . . .

6B (customer's baby breaks a bottle of ketchup over other groceries in the shopping cart.)

Cashier: . . . . . .

_____ OK. (To other customers) I'm sorry, we've had a little accident. Would you go to another checkout counter? Thank you.

_____ (Returns to cashier) How can I help you?

Cashier: . . . . . .

_____ I will! (Returns with paper towels. Opens package for Cashier.)

Cashier: . . . . . .

_____ OK.

Cashier: . . . . . .

_____ OK.

Customer: . . . . . .

_____ (Smiles) Accidents happen.

6C (Customer's baby breaks a bottle of ketchup over other groceries in the shopping cart.)

Cashier: . . . . . .

_____ . . . . . .

_____ . . . . . .

Cashier: . . . . . .

_____ . . . . . .

Cashier: . . . . . .

_____ . . . . . .

Cashier: . . . . . .

_____ . . . . . .

Customer: I'm so sorry.

_____ . . . . . .

COURTESY CLERK UNIT
"What do you say? / What do you do?"
A Game of Problem Solving

Directions: Mount "Problems" on a card.
S1 draws a card. Reads it aloud.
Tells what he/she does and/or says.
Ss discuss appropriateness of actions.

1. A customer's baby got sick and vomited on the floor of aisle 3.

2. You are carrying out bags. A customer falls in the parking lot.

3. Your cashier checks a carton of eggs. One of the eggs is broken. The cashier says, "Get this customer another carton of eggs."

4. A customer asks, "Where's the spaghetti?"

5. A customer's child gets a nose bleed.

6. A customer does not like the way you are bagging his/her groceries.

7. A customer says, "I need to make a telephone call. Can you change my quarter?"

8. A customer's child kicks you on the shin.

9. It is winter. You are carrying out bags for a customer. Your customer has locked his/her keys in the car.

10. A customer asks, "Do you have a public restroom?"

11. You are putting bags in a customer's car. One of the bags breaks.

12. You are working, but feel sick. Your head aches; you have a fever; you feel nauseous.

13. You are at home, but you are supposed to work today. You feel very sick. You are vomiting and have a fever.

14. You work from 10am to 6:30pm Monday through Friday. You want to take a class at UAA. The class meets from 4 to 5:30pm, Monday through Thursday.

15. You are supposed to work tomorrow. Your friend invites you to go on a picnic at Alyeska. You really want to go.

COURTESY CLERK UNIT
Charades - a Game

Directions: Mount "Tasks" on a card.
S1 draws a card, reads silently, then asks, "What am I doing?" as he/she enacts the task on the card.
Other Ss guess, "You're putting groceries in a bag."
Exchange roles.

1. Put groceries in a shopping bag.

2. Carry groceries to a car. Put them in the car.

3. Return a box of cereal to the shelf.

4. Put gum and candy on the racks by the checkstand.

5. Help a customer find some merchandise in the store.

6. Pick up trash in front of the store.

7. Collect the shopping carts in the parking lot and return them to the store.

COURTESY CLERK

"A Checkup"

Look at the job description.
Which job was Bob doing when he ...

1. put gum and candy on the shelves by the check stands?
2. picked up towels customers had thrown on the restroom floor?
3. carried out a customer's groceries?
4. brought back some other shopping carts from the parking lot to the store?
5. smiled and said, "The weather's great, isn't it?"
6. put the customer's groceries in a shopping bag.
7. exchanged a torn package of cookies for a good package.
8. said to an angry customer, "I'm sorry this milk was bad. Would you like to talk to the Manager?"
9. swept the sidewalks in front of the store and picked up trash.
10. took merchandise that customers didn't want back to the shelves.
11. ran to get something a customer wanted but hadn't found.
12. changed the ads displayed on the windows.
13. cleaned up some flour that had spilled on the checkout counter.
14. told a customer, "The spaghetti is on aisle 2."

* 15. called his co-workers by name and tried to say something pleasant to them each day.

* BONUS. Maintain good EMPLOYEE relations. Very important for a happy business.

COURTESY CLERK
Vocabulary

1. Bob put the gum on the top _____.
2. There were many kinds of _____ in the parking lot: cars, trucks, and campers.
3. Fruit, vegetables, meat, cereal and milk are the _____ of a food store.
4. The _____ took the groceries he wanted to buy to a _____ to _____.
5. The _____ added the price of the groceries on a cash register.
6. The courtesy clerk put the groceries in a _____.
7. The Sushi Bar is in the Seafood _____.
8. Please _____ this box of cereal to the shelf. The customer didn't want it.
9. You can usually find a manager in the _____.
10. The manager will _____ you help a cashier.
11. That cashier may ask you to _____ the shelves by the checkstand.
12. Being friendly and helpful to the customers helps to build _____. Those customers will like to shop at Carrs.
13. Keeping the carts together, picking up paper, and taking things back to the shelves are some _____ jobs courtesy clerks may be asked to do.
14. Collecting carts, sweeping up broken glass, and picking up trash are some _____ jobs courtesy clerks may be asked to do _____.

merchandise
bag
check out
vehicles
customer
good relations
general
department
around the store
in the store
checkstand
front booth
shelf
stock
return
assign
cashier

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Polite Replies to Requests in the Workplace:

1. _____, please help Betty.

_____

2. _____, carry out this customer's groceries.

_____

3. Please put them in the trunk.

_____

4. Be careful with my produce!

_____

5. Don't bend the greeting cards.

_____

6. Put these things back on the shelves.

_____

7. Don't drop the apple cider!

_____

8. Pick up the trash in front of the store.

_____

9. Don't talk to your friends when we're busy.

_____

10. Get another bag of rice. This bag has a hole in it.

_____

11. Go on and take your break now.

_____

12. Please don't be late again.

_____

13. Please call in if you're too sick to work.

_____

14. Check with your manager if you want to change your schedule.

_____

Workplace Curriculum

SUSHI BAR UNIT

PREPARED FOR CARRS GROCERY EMPLOYEES

Conversation and reading skills correlated with Skill Book 2

of the

Laubach Way to English
by Jeanette D. Macer and Martha A. Lane
New Readers Press

Developed by Jan Jones
with Byong Sun Kim

Anchorage Workplace Literacy Program, 1345 Rudakof Circle, Suite 104, Anchorage, Ak. 99508

BEST COPY AVAILABLE

Funding for the Anchorage Workplace Literacy Project provided by a $205,852 grant from the U.S. Department of Education National Workplace Literacy Program with matching local funds.

VOCABULARY FOR STORY 1

early	get ready
except for	keep
lovely	deep (blue)
deserted	heavy traffic
education	Outside
tuition	scholarship
arrive	hang up
days are getting longer	

Directions: Fill in the blanks with the vocabulary words from the list above. Each word is used once.

Everyone is here _____ Bobby. Where is he?

Please don't put your coat on that chair. _____ it _____.

I always _____ milk in the refrigerator.

The building was _____; everyone had gone home.

If we leave Anchorage at 7pm, we should _____ in Seattle at 10pm.

It was a beautiful wedding. Ann was a _____ bride.

_____ is free in the United States from Kindergarten through Grade 12.

Good students and good athletes can get _____ to pay their college _____.

Christmas Day was very short. The days _____ now.

May I help you _____ for the party? Yes, thanks! Can you set the table while I prepare the vegetables?

I injured my arm. The bruise is a _____ purple and it really hurts.

Alaskans like to go _____ during the winter. Many Alaskans go to Hawaii because it's warm.

Let's go down town at 2 o'clock; the _____ is very _____ at 5 o'clock.

Byeong Sun Kim works in the Sushi Bar at Carrs in the Sears Mall. She is going to work very early this morning. She will open the Sushi Bar today.

Her husband and children are still sleeping when she turns off the alarm, gets out of bed and gets ready for work.

She will wear her uniform to work except for her cap and apron. She keeps them in her locker at Carrs.

ByeongSun smiles as she drives to work. It is a beautiful morning. The white mountains are lovely against the deep blue sky. The sun has not come up yet, but the days are getting longer. The streets are almost deserted; she sees only five or six other cars as she drives to work this morning. Anchorage is very different from Seoul! The traffic is always heavy there.

She smiles, too, as she thinks about her children. They are good children and very good students. ByeongSun's job will help to pay for their college education. They want to go to good schools Outside. University tuition is very high. "Maybe they will get scholarships," she thinks.

She arrives at the Mall, parks and locks her car, looks at her watch and hurries into the store. It's 5:57---just three minutes to clock in, hang up her coat and get to work!

INFORMATION QUESTIONS FOR STORY 1

Directions: Write a conversationally correct answer to each question.
Do not give more information than asked for.

Who works in the Sushi Bar at Carrs in the Sears Mall?

_____

Who is still sleeping when you get up?

_____

How do you get to work?

_____

Where do you work?

_____

Why do you smile to yourself as you drive to work?

_____

What time do you clock in?

_____

Why do you work?

_____

How do you feel this morning?

_____

What color are the mountains and the sky?

_____

YES/ NO QUESTIONS FOR STORY 1

Directions: Write a short yes/ no answer to each question. Give more information if appropriate.

Do you have a job?

_____

Do you work in Produce?

_____

Are your husband and children still sleeping when you go to work?

_____

Will your children go to college?

_____

Are they good students?

_____

Will you open the Sushi Bar today?

_____

Is Carrs a good place to work?

_____

Is Anchorage a beautiful city?

_____

Do you wear your uniform to work?

_____

Is there much traffic at 5:45 in the morning?

_____

GRAMMAR STRUCTURES IN THE WORKPLACE
Skill Book 2, Lesson 1

Indirect Object with to/ for:

A. Fill in the blanks with to or for.
B. Rewrite sentence changing subject to Christy.
C. Change subject to Christy and I.

1-A. I am selling some crab _____ the woman.

1-B. _____

1-C. _____

2-A. I am giving the knife _____ L.T.

2-B. _____

2-C. _____

3-A. I am fixing the vegetables _____ the sushi.

3-B. _____

3-C. _____

4-A. I am giving the package _____ the customer.

4-B. _____

4-C. _____

5-A. I am filling in _____ L.T.

5-B. _____

5-C. _____

GRAMMAR STRUCTURES IN THE WORKPLACE
Skill Book 2, Lesson 2

WITH Phrases to Indicate Companion: Answer the questions. Use with.

Who do you work with?

_____

Who do you live with?

_____

Who do you study English with?

_____

Who do you go to church with?

_____

WITH Phrases to Indicate Instrument: Answer the questions. Use with.

What do you do with that knife?

_____

Use of FOR to indicate Purpose: Answer the questions. Use for.

Why are you going to the cooler?

_____

Why are you going to the Produce Department?

_____

Why are you going to the breakroom?

_____

GRAMMAR STRUCTURES IN THE WORKPLACE
Skill Book 2, Lesson 1

Short Answers to Who Questions: Write short answers to each question, using the names of your co-workers.

Co-workers Names:	David	Mario
	Robert	Pedro
	L.T.	Ving
	Christy	I (Byeong Sun)

Who helps L.T.? _____

Who opens the Sushi Bar on Saturday and Sunday? _____

Who is the Seafood Manager? _____

Who needs to be trained? _____

Who is working with you today? _____

Who is buying supplies for the Sushi Bar? _____

WP - Sushi Bar Unit

* Conversation

* Interview Byeong Sun to find out:

Supplies		Tools/Machines
cucumber	avocado	knife
crab	tuna	cutting board
ginger	shrimp	rice cooker
soy sauce	packets of soy sauce	oven
ah-sah-bi	sushi trays	display case
seaweed	cups for ginger/ah-sah-bi	cooler
vinegar		
rice		

Tasks
- punch in/clock in
- take off/hang up coat
- put on apron/cap/uniform
- check the schedule (Which sushi are we short of?
  the sushi bar (Which sushi is old/not fresh?
- cook the shrimp/rice
- cut up the cucumber/avocados/crab/tuna/sushi
- spread the rice on the seaweed
- roll up the sushi
- put the sushi/soy sauce/ah-sah-bi on the trays
- wrap up the sushi
- put _____ trays of sushi in the display case/cooler
- open the Sushi Bar on Sat. & Sun. 6am - 2pm
- prepare the trays/vegetables/ah-sah-bi

* SF Indirect Object with to/for SB2, TM 29 handout
* SF Questions with Who SB2, TM 32 handout
* SF Short Answers to Who questions SB2, TM 33 handout

* Conversation

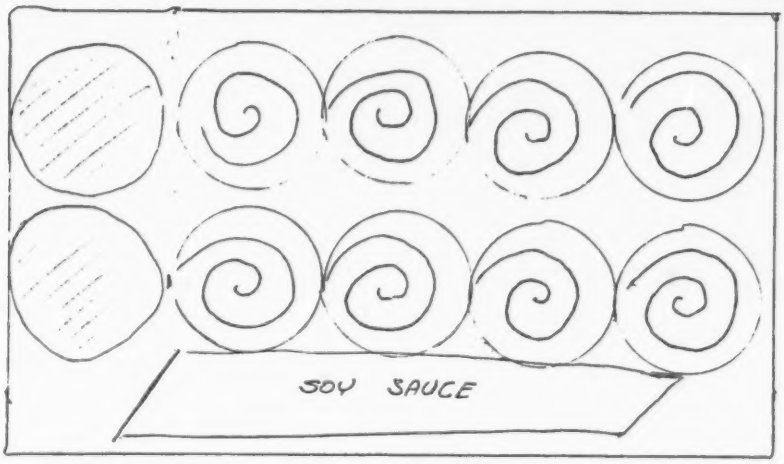
*SF WITH phrases to indicate companion TM 51
WITH phrases to indicate instrument TM 52
WP Adaptation - Handout

* SF Use of FOR to indicate purpose TM 53

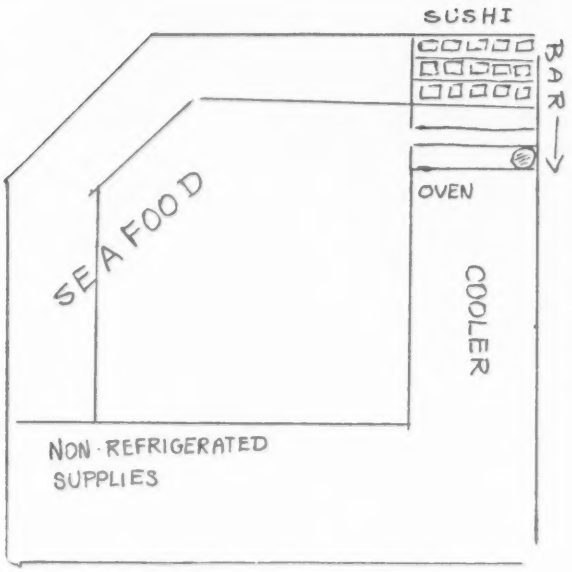
WP Adaptation - Handout

* Story 1
Handout - Yes/No Questions, Story 1
Information Questions, Story 1

* Show how to write in a journal.
- What did you do this morning? (write a sentence)
- What will you do this afternoon? (write a sentence)
- What will you do this evening? (discuss)


SOY SAUCE

SUSHI TRAY


SUSHI
BAR
OVEN
SEAFOOD
COOLER
NON-REFRIGERATED
SUPPLIES